



## Program Evaluation for Teaching Artists

Removing the FEAR and LOATHING



EVALUAT





## Learning Objectives

- To lift the cloud of mystery from program evaluation
- Introduce evaluation concepts and procedures
- To learn a logical, easy-to-do program/**residency** evaluation model



## Learning Objectives

- To cover the vocabulary, techniques and procedures of program evaluation.
- To leave with new tools for planning and evaluation.



## Evaluation : **What it is**

- Program evaluation is a **systematic process** of gathering objective evidence about a program and using that evidence to make judgments about the ***merit*** or ***worth*** of the program.



## Benefits of **Targeted** evaluation





## Evaluation: **What it is**

- Evaluation is a systematic INQUIRY designed to measure the merit or worth of a program.

**Evaluation is all about the questions**



## Evaluation is a natural process:





## Evaluation is not ...

- **Research** is to build general knowledge about education, usually independent from specific programs.
- **ASSESSMENT** refers to the measurement or description of student achievement. Evaluation generally refers to the measurement of the processes and impacts of specific programs.



## TYPES of evaluation

- **Formative**
  - ▶ Provides performance information before the program is completed—when immediate corrections can be made.
- **Summative**
  - ▶ Provides information after the program, or one of its major phases is complete—used to make judgments about overall value and effectiveness (lessons learned).



## The **LOGIC MODEL**

- Is a graphical illustration of the step-by-step process of program planning and program evaluation



Steps flow in a LOGICAL progression building one upon the other.



## The **LOGIC MODEL**

- Medical example

Needs > Input > Process > Output > Impact





# Linking

## Logic Model and Program Planning

### Logic Model



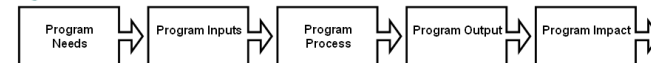
### Program Planning



Create a program or *residency plan* using the worksheet provided.

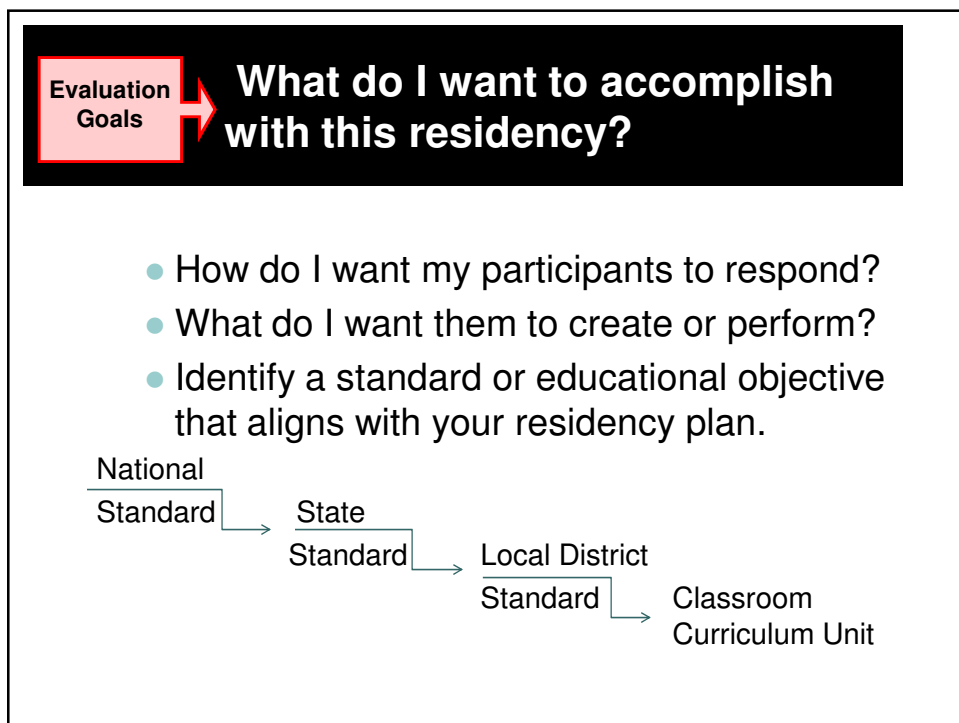
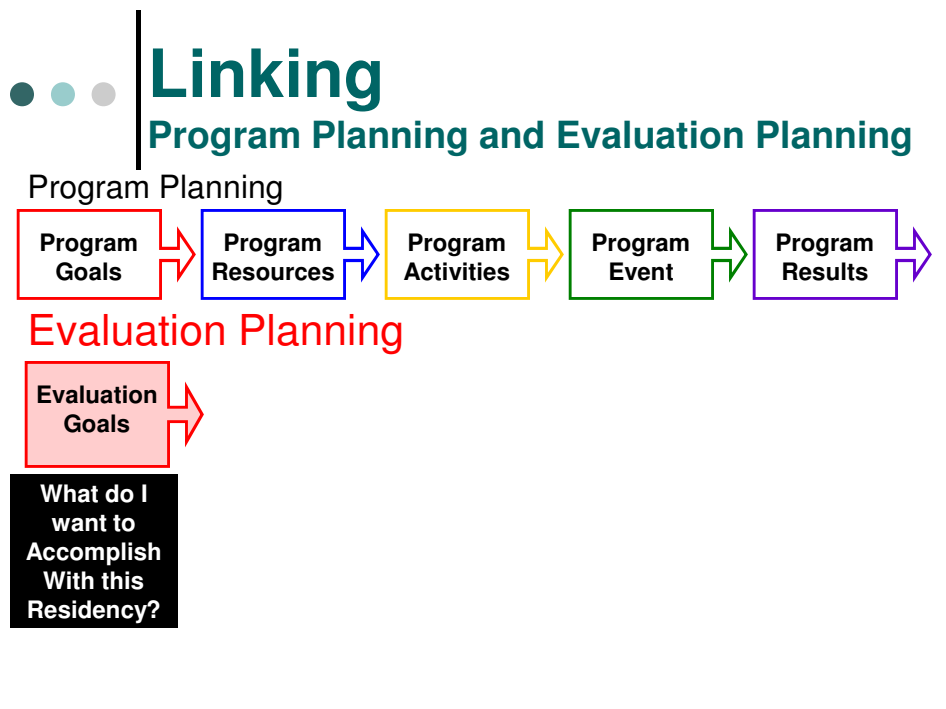
### Linking Program Planning to Evaluation

#### Logic Model

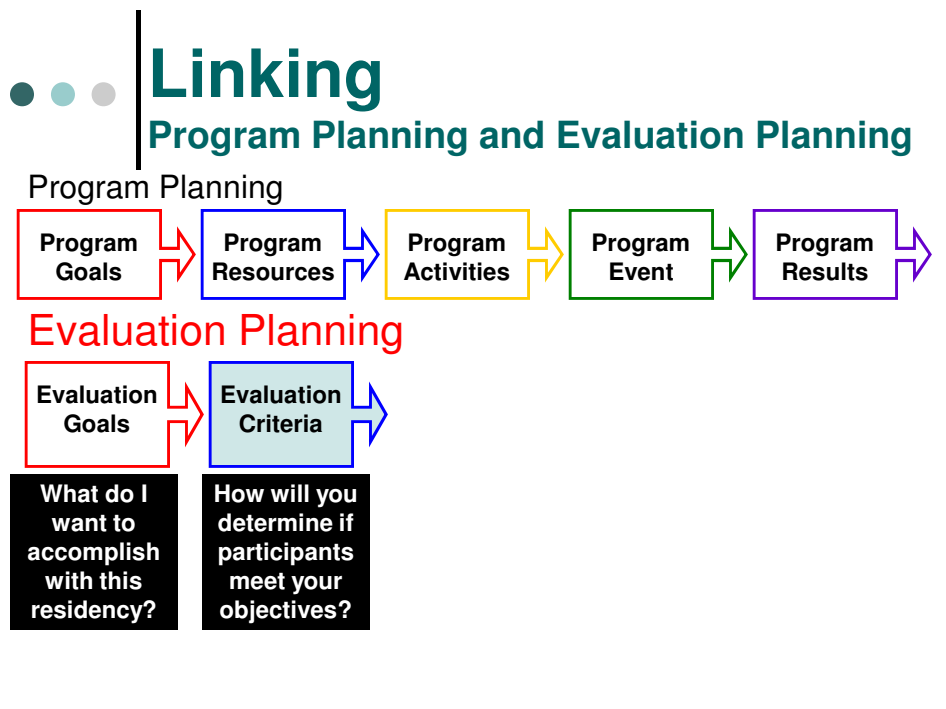


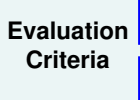
#### Program PLAN

Program Goals	Program Resources	Program Activities	Program Event	Program Results





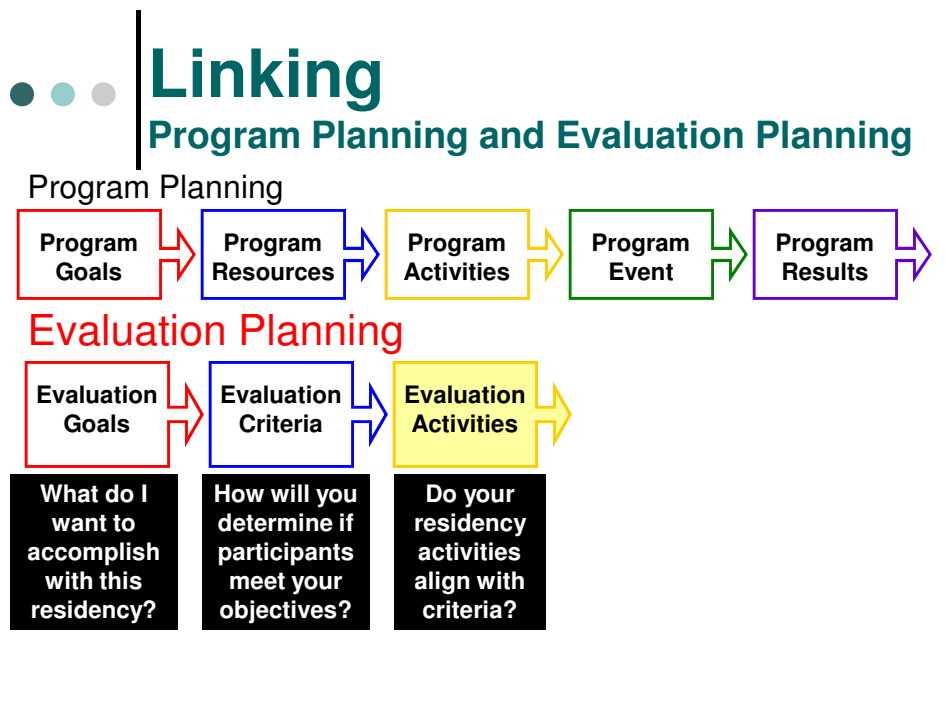


**How will you determine if participants meet the objectives?**

- What are you looking for?

Types of criteria:

- Content or knowledge
- Impact, desired effect or quality of the product
- Process appropriate to the task



**Evaluation Activities** → **Do your residency activities connect with criteria that align with objectives?**

- **Content:**  
Make, perform, or interpret art of varying cultures, styles, time periods or forms.
- **Impact:**  
Make or perform art to express a specific social issue or point of view. Participants describe their emotional response.
- **Process:**  
Identify characteristic of an art form and incorporate them into original work. Compare and contrast similarities in technique and style.

Evaluation  
Activities

Do your residency activities assess  
**ARTS LEARNING?**

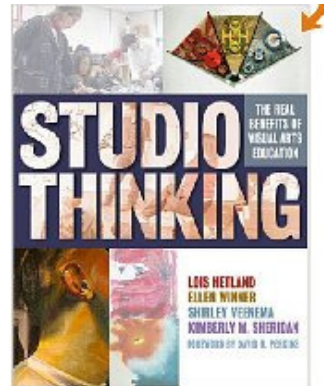
## Studio Thinking Framework Eight Habits of Mind

Harvard Project Zero

Principal Investigators:

**Lois Hetland**  
**Ellen Winner**

<http://pzpublicatins.com>



Evaluation  
Activities

Do your residency activities assess  
**ARTS LEARNING?**

### *Eight Habits of Mind*

1. **Develop Craft**  
Use and care for tools, materials, artistic conventions
2. **Engage & Persist**  
Develop focus and attitudes conducive to working and persevering at art tasks.
3. **Envision**  
Picture mentally and imagine possible next steps in making a piece.
4. **Express**  
Learning to create works that convey an idea, a feeling, or a personal meaning.

Evaluation  
Activities

## Do your residency activities assess ARTS LEARNING?

### *Eight Habits of Mind*

5. **Observe**

Attend to visual contexts more closely than ordinary to see that otherwise might not be seen.

6. **Reflect**

Think and talk about an aspect of one's work and *Evaluate* in relation to standards

7. **Stretch & Explore**

Reach beyond one's capacities, to explore playfully without a preconceived plan, to embrace and learn from mistakes and accidents.

8. **Understand Art World**

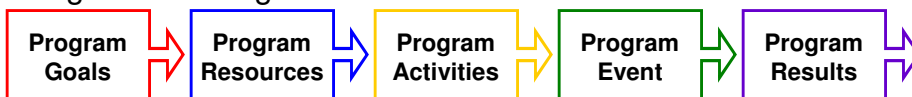
Art history and current practice within the broader society.



## Linking

### Program Planning and Evaluation Planning

#### Program Planning



#### Evaluation Planning

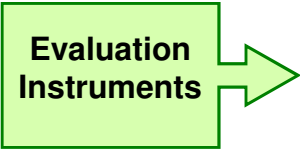



What do I  
want to  
accomplish  
with this  
residency?

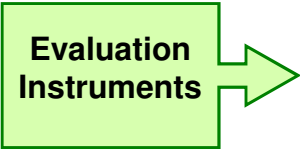

How will you  
determine if  
participants  
meet your  
objectives?

Do your  
residency  
activities  
align with  
criteria?

During the  
evaluation  
what  
tools/products  
are used?



- **Focus groups**  
Group discussion moderated by a facilitator
- **Surveys**  
Specific range of targeted questions
- **Observation**  
Direct viewing of activities and outcomes, but is reported second-hand
- **Interviews**  
Allows for more reflective answers



- **Demographics**  
Collect participant statistics, locations
- **Documentation & Work Samples**  
Preserve samples of work created, recordings, videos, meeting agendas & minutes
- **Journals**  
Participants can create journals during the event window
- **Reflection**  
Thinking about the lessons learned from this project and experience.

Evaluation  
Instruments

## Teaching Artist Tools/Products

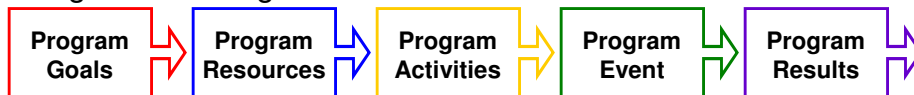
- **Documentation or Portfolio:**  
ability to track changes over time
- **Multimedia:**  
captures work for immediate feedback
- **Production & Presentation:**  
See abstract concepts in action and allows students to be active participants
- **Student Writing:**  
captures reflective, personal meaning
- **Student and Teacher Interviews:**  
Instructor can pursue complex themes



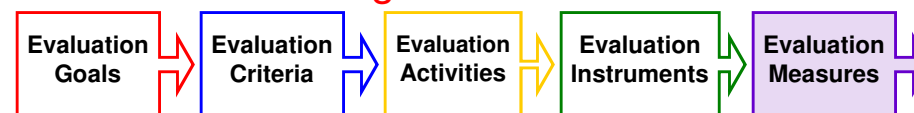
## Linking

### Program Planning and Evaluation Planning

#### Program Planning



#### Evaluation Planning



What do I  
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How will you  
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During the  
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what  
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are used?

Will a  
rubric help  
me  
measure  
impact ?

## Evaluation Measures

## Will a rubric help me measure impact ?

- **Rubrics** – designed in a participatory style to develop buy-in by participants
  - A guide to describe various levels of performance
  - Contains a scale with range and quality
  - Describes what differing levels of quality look like in performance or production
  - Build from the top with a description of exemplary performance and continue to identify indicators for each level of achievement (proficient, basic, and in progress).
- **Checklists** – clearly identified characteristics and easily identified traits
- **Specifications** – review of instructions and guidelines, were they followed?

## Example of Rubric Design

*Assessment Rubric for Theatre -  
Upper Elementary/Middle Level*

Criteria	4 - Advanced	3 - Proficient	2 - Basic	1 - In Progress
Has the learner demonstrated an understanding of the historical and cultural aspects of this play? (Cultural/Historical Approach)	Learner has analyzed how the elements of the play exemplify the time period.	Learner has explained how the culture and history of the time affect the play.	Learner has described the cultural/historical aspects of the play.	Learner has identified the time period in the play.
Has the learner demonstrated an understanding of the development of a theatrical production? (Technical and Critical Approaches)	Learner has conceptualized productions (to the learner created production) using the components of theatre.	Learner has analyzed how the components of theatre are used in this learner-created production.	Learner has understood the components of theatre are used in this learner-created theatrical production.	Learner has identified the components of theatre that are used in the learner-created theatrical production.

**Activity:**  
After reading the play *Romeo and Juliet*, learners stage their own production that relates the play to events of today. Then, learners view a professional performance or videotape of *Romeo and Juliet* and discuss

**Source:** *Nebraska K-12 Visual and Performing Arts Frameworks, Building Assessment*, <http://www.nde.state.ne.us/VPART/FWintro.htm>



## Embedding Evaluation

- Opportunities are identified for evaluation during planning, NOT AFTER.
- The event or events begin to occur:
  - Data is collected and evidence gathered
  - Involve your participants
  - Tools or instruments that you planned are rolled out and data is collected and organized.
- Collection of information needed for future residency/program planning and marketing.



## Create an evaluation plan using the worksheet provided.

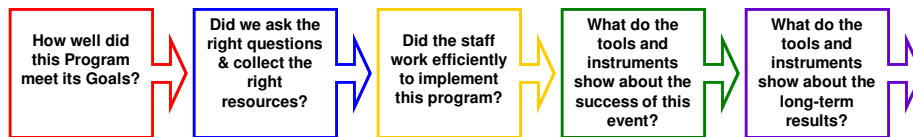
Evaluation PLAN				
Evaluation Goals	Evaluation Resources	Evaluation Activities	Eval Implementation	Evaluation Results
What do I want to Accomplish With this evaluation?	What Resources do I need for this Evaluation?	What activities should I document as we go?	During the event what tools and instruments should I use?	After the Event what Evaluation results will I need?
Connect questions to goals & objectives Questions need to be <ul style="list-style-type: none"> <li>● Measurable &amp; feasible</li> <li>● Significant</li> <li>● Focused</li> <li>● Assessable</li> </ul> Key Questions:	Funds People Participants Observers Data collectors Locations Time Info: rules & regulations, standards	One of the activities will be to identify indicators What specifically am I looking for? <ul style="list-style-type: none"> <li>● Behaviors</li> <li>● Performance</li> <li>● Results</li> <li>● Opinions</li> <li>● Attitudes</li> </ul>	Focus groups Surveys Observation Interviews Demographics Documentation & Work Samples Journals Reflection	Data is collected and evidence gathered Involve your participants Tools or instruments are rolled out Data is collected and organized. Evaluators submit reports. Collection of information needed for final report





## Planning, Evaluation and Reporting

### Prepare Evaluation Reporting



#### Report template outline:

- 1) Description of program, goals and objectives
- 2) Evaluation key questions
- 3) Methodology/process
  - Who, what, where and how
- 4) Analysis
  - Key observations & findings
- 5) Summary & Conclusions



## What is the **Cycle** of evaluation?

planning	1. Describe your program
	2. Develop evaluation questions
	3. Identify evidence
	4. Choose evaluation methods
	5. Design and plan the evaluation
implementation	6. Collect evidence, employing methods in step 4
	7. Analyze and interpret the evidence
	8. Synthesize what you have learned and draw conclusions
conclusion	9. Report your findings
	10. Apply your findings



# The LOGIC MODEL

o REAL example

City Visions  
Ministries Youth  
Mural Arts Project



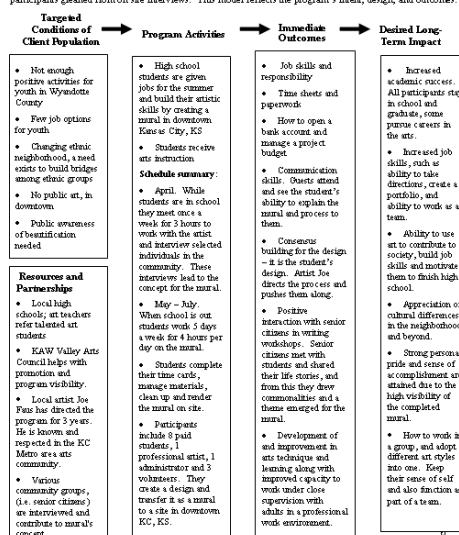
- an in-depth examination  
of the effectiveness and  
impact of the City Vision  
Ministries (CVM) Youth  
Mural Arts Project



EXAMPLE:  
City  
Visions  
Ministries  
Youth  
Mural Arts  
Project

## CVM Youth Mural Arts Program Logic Model

**Logic Model:** The purpose of a logic model is to align environmental conditions and resources with the program's activities and outcomes. This logic model was constructed with input from the staff, artists and participants gleaned from on site interviews. This model reflects the program's intent, design, and outcomes.





## CVM Youth Mural Arts Project:

### KEY QUESTIONS

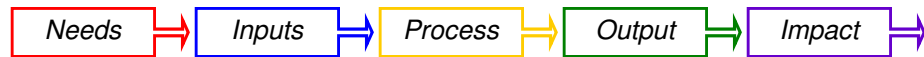
- **Arts Learning:** Is the Youth Mural Arts Project setting and meeting realistic goals for learning in the arts?
- **Youth Development:** Is the Youth Mural Arts Project using the arts to reach at-risk youth and enhance the students' life and learning?
- **Grantee Evaluation processes:** Are evaluation processes in place and are results from these evaluations being used to improve programs and measure outcomes?



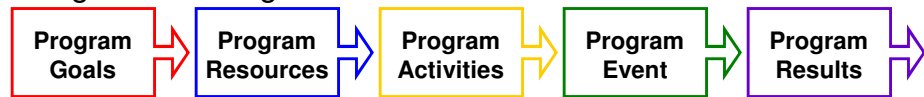
## MATRIX: evaluation methods and Key Questions

Evaluation Topics & Questions:	Evaluation techniques:				
	Student observation	Student interviews and focus groups	Staff interviews	Site-specific survey instruments	KAC grant applications and guidelines
1. Arts Learning	X	X	X	X	X
2. Youth Development	X	X	X	X	X
3. Grantee Evaluation processes			X	X	X
4. KAC Evaluation guidelines			X		X

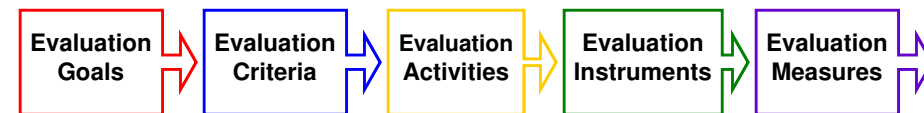
## Logic Model



### Program Planning



### Evaluation Planning



What do I want to accomplish with this residency?

How will you determine if participants meet your objectives?

Do your residency activities align with criteria?

During the evaluation what tools/products are used?

Will a rubric help me measure impact ?

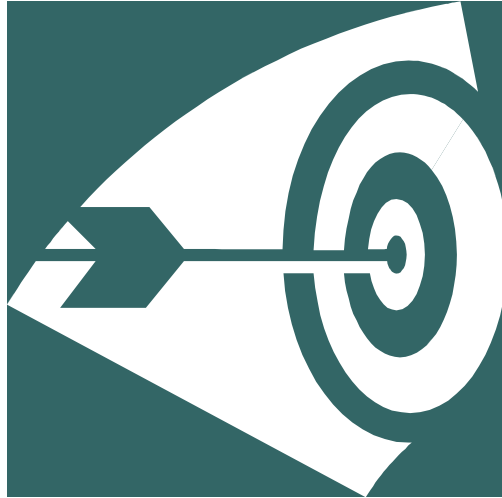


## Easy **process** evaluation tool

PROCESS EVALUATION WORKSHEET	
What worked and CAN be changed:	What worked and CANNOT be changed:
What DID NOT work and CAN be changed:	What DID NOT work and CANNOT be changed:



## Benefits of **Targeted** evaluation



# THE END

. . . or is it just the beginning

